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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

A Charter of Integrity

THE only excuse a business school has to rank with other professional schools in a great university is in the fact that modern business has reached a point where it can interweave ideals of service with all that it does for profit. Scientific inquiry into the reasons for business success or failure has disclosed the truth that business today thrives upon good will gained through courteous, efficient, honest rendering of a dollar's worth of value for every dollar received.

Business men are discovering that the spirit of greed, while it may lay hands on many a dollar at the first, does not pay in the long run.

Competition in fair dealing has become, not merely the life of trade, but its warrant for being.

A. W. B.

Yale appears to be the favorite university since in the last four years in twenty-three states more students chose Yale than chose both Princeton and Harvard, the chief rivals.

Florence Hale, Editor

WITHOUT interfering with her service to the State of Maine as supervisor of rural schools, and without curtailing overmuch her brilliant platform service, Miss Florence M. Hale will assume responsibility for the editorship of Primary Education and Popular Educator, Boston.

This is a rare opportunity for nationalizing a combination of professional experience and popular talent unsurpassed by any other educator, and there is present need in educational journalism of just that brilliant personal touch of sympathy with superintendents, principals and teachers which has characterized Miss Hale's platform opportunities.

The Presbyterians have raised fifteen million dollars as a fund for pensioning retired clergymen. New York City contributed $1,156,000; Pittsburgh, $995,000; Chicago, $636,000; Los Angeles, $529,000.

J. C. Brown to DeKalb

THE election of J. C. Brown of St. Cloud, Minnesota, to the presidency of the State Teachers College of DeKalb, Illinois, is one of the most interesting incidents in professional experience.

Since the first State Normal School was established in Illinois only two principals have been taken from out of the state, and these two were from Minnesota, and from the St. Cloud Teachers' College.

Now the interesting feature of this is the fact that St. Cloud Normal School was for the first twenty years the most ferocious professional opponent of all that the Normal School at Normal, Illinois, stood for. The "Normal" institution was the incarnation of the Bridgewater, Massachusetts, idea, and St. Cloud was the incarnation of the Oswego, New York, idea.

The DeKalb Normal School under Dr. John W. Cook was a creation to immortalize the "Normal" idea, and it is to be immortalized by a grandson of Oswego. Wonderfully interesting!

Incidentally, J. C. Brown is the only State Teachers College man to have declined to accept the presidency of another State Teachers College at a salary of $8,000, when it was the highest State Teachers College salary in the United states.

Dr. Charles Mayo of Rochester, Minnesota, says there has been more progress in the last four decades than in the previous four centuries. Isn't it worth while to be alive?

Camp Life Insurance

TWO months in a summer camp for boys or girls is invaluable as a life insurance policy.

Thousands of boys and girls are killed in accidents every year in the two months that other boys and girls are safe in camp.

Experience in camp practically eliminates liability of death by accidents at play, and most deaths by accidents are while at play.

Habits of life in camp prolong one's life many months, usually some years. Since one year of life of a man represents more than a thousand dollars, a year in camp is likely to yield four hundred per cent.

A year in camp saves many a dollar in doctor's bills through life.

President W. W. Campbell, president of the University of California, has had his salary increased three thousand dollars to $15,000. But he administers a budget of $6,387,187.

What Is Your Professional I. Q.?

[Answers are on page 71.]

131. What state governor made the largest financial contribution to the promotion of teacher training of any governor in American history?
132. Who is secretary of the Department of Superintendence of the N. E. A.?
133. Where is there a hotel named for the author of "The Star Spangled Banner"?
134. Of what state was David Snedden state commissioner?
135. To what state did the president of the University of Orono go?
136. Who in North Dakota is magnifying Farm Economics as a graduate course in agriculture?
137. What crusader for consolidated schools has one of the best consolidated schools named for him?
138. Who is the leading promoter of the "Dalton Plan"?
139. What American city styles itself "The Magic City"?
140. What publisher is Dartmouth College's lay leader in Chicago?

Commissioner Clifton

PROFESSOR JOHN L. CLIFTON of the Ohio State University succeeds Dr. Vernon M. Riegel as State Commissioner of Education of Ohio. Dr. Riegel has identified himself heartily and intimately with the movement to have the schools utilize visual education extensively and intensively, and he will now devote himself to magnifying their educational opportunity. Professor Clifton has been identified with the Department of Education of Ohio State University for several years. He has an adequate scholastic preparation, is exceptionally intimately acquainted with the educational institutions and educators of the state, and is appreciatively welcomed by all ranks of school people from the universities to the kindergartens. He is appointed for a term of four years at a salary of $6,500.

President Nicholas Murray Butler of Columbia University is receiving more honors from European universities. No other American has received as many scholastic honors.

Glorifying Spelling

THERE was more significance in the recent national spelling contest in Washington, when Dean Lucas, a thirteen-year-old rural school boy of Congress, Ohio, won a prize of a thousand dollars, and Ralph Keenan, another thirteen-year-old lad, won five hundred dollars, and Minerva Ressler, a twelve-year-old girl, won two hundred and fifty dollars, than appears in that remarkable statement. Hulda Fornell, of Michigan, made it international even if she did not win any prize in Washington. She won the Michigan state contest before an audience estimated at 15,000. Hulda came to Michigan from Sweden four years ago knowing nothing of English. In these four years she learned so much of English that she was the champion of the state, and Gustavus Adolphus, King of Sweden, wrote a personal letter congratulating her in the name of her native country upon this marvelous achievement. It certainly is a marvelous achievement in English for a girl of thirteen.

The mileage of the rivers that poured their waters into the Mississippi at New Orleans totaled nearly 20,000 miles, draining an area of a million and a quarter square miles.

Ewart of Stamford

STAMFORD, Connecticut, is blossoming out attractively professionally. Superintendent Joseph A. Ewart and his assistant, Harlan D. Crowell, have had their salaries increased, and the superintendent's budget of $1,105,510 was passed by the Board of Education, by the Board of Finance and by the town meeting without questioning any item. This is an unusual state of affairs. The new high school building is to be one of the best plants for a city of 40,000 population in the country, not only in cost but in location, in size, and in educational appointments.

There were 9,917,361 Bibles put in circulation in 1926, an increase of 600,000 over any previous year.

Tragedy of Children at Play

TWENTY THOUSAND children are killed by accident each year, and most of them are killed as they play. Grief of parents is an important factor, but the loss to the country, financially and industrially, is also a serious matter. The earning power of 20,000 men and women is a vital consideration, and most of these children would be men and women with high earning power. In ten years there would be 200,000 men and women, and there are few cities with two hundred thousand men and women in the prime of life.

"Safety First" is one of the highly important slogans of every school in city and country.

Dr. Fannie Fern Andrews, one of the most widely and favorably known educational women of Boston, is appointed associate of Radcliffe College. This is for a term of six years, and is high recognition of her international service. She is the only woman to whom Radcliffe College has given an honorary doctor's degree for scholastic equipment in international law and diplomacy.

A Surprising Departure

ROYAL K. DAVIS, assistant dean of the Business School of Harvard University, and assistant professor of marketing, has resigned to become executive vice-president of the Royal Baking Powder Company of New York City. He will also be vice-president of the Royal Distributing Company, a member of the executive committee and a member of the board of directors of the Royal Baking Powder Company. While this is really high appreciation of Harvard it will be considered "commercializing Harvard" by the traditionalists.

John K. Norton of the National Editorial headquarters has had an opportunity to turn down another offer that would tempt many men.

Retirement of Dr. Downing

DR. AUGUSTUS S. DOWNING, Deputy State Commissioner of Education, Albany, retires after thirty-seven years' service in the State Department of Education. We know of no other man who has had as long state continuous service, and certainly no one has ever served in as many important educational departments in any state office, but the significance of his service is not its length nor its variety but its character. His extensive and intensive service to the State of New York has always demonstrated educational common sense, professional honesty, and limitless hard work.

Comparatively few children are killed by accident on school days. There is something in the school atmosphere that tends to carefulness. Few children are killed going to or from school.

Kimball's Dallas

["Our City: Dallas." By Justin F. Kimball. Published by Kessler Plan Association of Dallas. 384 pages. Beautifully illustrated and bound.]

THOUSANDS of superintendents and other school people who saw Dallas last February for the first time were amazed at everything about it—the elegant hotels, wonderful business blocks—"skyscrapers"—extensive parks and boulevards, capacious churches, up-to-the-minute school plants, elaborate buildings of the Methodist University and manufacturing establishments, and they will voice their amazement for many a day.

It was not new to us, and we had no time during the convention to enjoy our appreciation, but early in June we were at the Adolphus Hotel again for three days and had time and leisure to realize the wonderful achievements of this commanding city of the Southwest. We have never quite recovered from our surprise, yes, from the shock of the surprise, when Dallas, and not New Orleans, was selected for the Reserve Bank centre of the Southwest.

This time, added to everything else, was the daily comradeship of Justin F. Kimball, now director of the Department of Education of the Southern Methodist University—a delightful friend of several years—with the luxury of possessing the first volume of his "Our City: Dallas," one of the best stories of a city's creation, evolution, and glory that we have seen.

In the first place there is no other city in this entire country that has had the same thrilling romance, the same magical evolution, and the same vast influence in the last forty years that Dallas has enjoyed. And no city has had anything comparable to the preceding forty years, and no one has told the story of any city of the last ninety years as skilfully and artistically as Dr. Kimball has told this story.

Mr. Kimball's professional personality lends a charm to it all. He was the first-born of the first generation of this branch of the Kimballs not born in Winchendon, Massachusetts. With his rich inheritance he early caught all the glow and glory of this vast state in which he was born. Having made a small city in Central Northeast Texas professionally famous he was transplanted to Dallas fifteen years ago, when Dallas was coming into full bloom, and in the ten years of his superintendency, before transient ill health necessitated a relaxation of the strenuous life, the number of elementary school pupils and teachers doubled, high schools grew fourfold, salaries were about doubled and eight million dollars was invested in school buildings and equipment.

In exchanging the problems of the superintendency for those of teacher training in a university he magnified his appreciation of the conditions that had led the heroic Texans of 1830 to 1840 to fight their way to the independence of a Republic, recognized by the United States and the other leading countries of the world, that led her later to seek statehood in the United States family circle.

The Texas story is miraculous, and the ways and means by which Northeastern Texas secured recognition from Southern and Central Texas, self-conscious of their influence in the winning of independence from Mexico, require a detailed portraiture of one-half of the years since the noble victory of San Jacinto.

In the second half of these eighty years Dallas has budded and blossomed, has gone through the green fruit stage and ripened, has harvested her energies and marketed her fame and fortune.

Dr. Kimball has created a "Community Civics" that should be read and appreciated by every American who would understand what the Southwest is to do in the glorification of the New America.

The Busy Man

If you want a favor done
By some obliging friend,
And want a promise, safe and sure,
On which you may depend.
Don't go to him who always has
Much leisure time to plan.
But if you want your favor done,
Just ask the busy man.

The man with lefsure never has
A moment he can spare;
He's always "putting off" until
His friends are in despair.
But he whose waking hour
Is crowded full of work,
Forgets the art of wasting time—
He cannot stop to shirk.

So when you want a favor done
And want it right away,
Go to the man who constantly
Works twenty hours a day.
He'll find a moment sure, somewhere,
That has no other use,
And fix you up while the idle man
Is framing an excuse.

—New York Ledger.

Belding's Page

LESS EXCUSE FOR MISFITS

COMPARISONS are hard to make. But we ought to be getting a more select quality of women teachers nowadays than was the case a generation ago. A woman who retired not long ago after many years of service told me that when she entered teaching she had no other choice except factory employment or domestic service. Not wishing to go into a shop or be a housemaid, she took up teaching. It was virtually the only occupation in which brains could find a market. Compare the situation today, with almost every calling open to women that is open to men. There is no excuse for any woman engaging in educational work who could do some other kind of work better. The percentage of misfits in teaching should be on a sharp decline. Or—are there other factors? Do other vocations beckon so much more appealingly that they draw many potentially splendid teachers away from teaching? I haven't the answer book.

COLLEGE GROOVES

SCATHING criticism of universities is hardly to be expected from university professors. Yet Professor Walter L. Whittlesey of the department of politics at Princeton has spoken with uncensored plainness. He declares that the colleges are prolonging the babyhood of their students, and are turning out human machines rather than educated men and women. In his opinion some of our greatest presidents and statesmen would never have been admitted to the modern American university, or, had they been admitted, would have been unable to remain because their minds did not fit into the narrow grooves provided. Lincoln, the professor thinks, would have been too low in the social scale to have attempted entry into a college of today. Cleveland would have been too slow in his mental processes to have remained had he got in. Jefferson and Franklin would have been dropped as undesirable.

The criticism may be a bit overdrawn. I am inclined to think it is. Lincoln, for instance, can easily be imagined as a modern lad with sufficient grit to have put himself through some college by dint of hard work. If there are institutions where a boy of that sort would feel out of place, they need to look to their ways. On the other hand Lincoln was not attracted to the colleges of his own time either. A certain amount of uniformity is invitable in the output of the educational mills. The ideal is to have them bring out all the best that is innate in every student. But the net result, practically, is a more or less standardized product, robbed of some eccentricities perhaps, and thinking in grooves. By the same token college is not for all men. Genius may frequently demand a peculiar environment for its best development. Most of us have cherished the belief that Lincoln would have lost certain qualities of greatness if he had attended any college long enough to earn a diploma. In fact we are rather glad he escaped. The real test of the colleges is not so much what they would or would not do for Lincoln, Jefferson, and the rest of our outstanding men, but how well they are serving the needs of men who need and demand formal schooling. Here, at times, the colleges fall down.

REGARDING PENSIONS

PENSIONS for teachers are doubtless a humane institution. They have proved godsends for many a teacher in the closing years of life. But pensions are illogical and all wrong in theory. Public servants should be paid sufficient salaries to enable them to support themselves in reasonable comfort and to save a competency for old age. Too often the prospect of a pension has been held up to allure public employes to labor for an inadequate wage.

Teachers, of all people, should be capable of managing their business affairs so as to provide for their retirement when they cease to be useful. This is only another way of saying that those who have taught young people how to deal successfully with their environment should know how to do this themselves.

Contributory retirement funds, properly safeguarded by the state, permit a teacher to retain self-respect, and are preferable to outright pensions—provided the salaries are adequate. But a time may come when teachers, along with those in other vocations, will be able to look after themselves financially, making wise use of existing facilities for saving and investment.

All progress in education as in other fields is due to the application of intelligent, concentrated thought to the solution of problems. The larger and more inclusive the problem, the greater are the results which flow from solving it.

Anson W. Belding

Associate Editor.

Learning as a Growth

By M. M. GUHIN
Aberdeen, South Dakota

NATURE abhors stagnation; life is a symbol for change, for progress. The Creator based all virile life, all growth, whether plant or animal, upon changes arranged and governed by a divine law we call the law of nature. The intellectual growth of a child may aptly be compared with the growth of a corn seed.

The grain of corn held in the hand appears hard, dry and inert. To the casual observer it is similar to thousands of other grains, having no distinctive qualities peculiar to itself; yet it is one kernel in millions—there is no other kernel just like it. It has the breeding of centuries behind it and potential possibilities of developing any or all of its lineage—influenced, of course, by external conditions such as soil, moisture, warmth, sunlight and care.

Not only are hereditary potentialities stored up in the seed but also a store of easily-assimilated food, one of the essentials of growth. If placed in fertile soil and stimulated by warmth, air, moisture and sunlight, small, temporary roots extend between the particles of soil, a green leaf appears and the corn begins to grow.

The child, also, is a bundle of possibilities, a body, a brain, a character, a personality different from any other that exists or ever did exist. It develops first in the home, learning through imitation, through contact with things, through observation and experiment and through "trial and error" methods. As the learning process develops, minor judgments are made and within its sphere of experience it becomes somewhat independent of the parents. At this stage of progress the child enters school. The temporary "rootlets" of habits, tastes, attitudes of mind and appreciations and the "green leaves" of judgment, initiative and self-willing have appeared.

Now that the corn plant has its first green shoots, the chlorophyll within them becomes active when the energy of the sun falls upon the leaves. Carbo-hydrates are manufactured and stored; the frail, temporary rootlets have extended through the soil, gathering therefrom the films of soluble minerals. However, during this period the mother seed is ever ready to aid by supplying food should the sun fail to shine or the soil or temperature conditions be unfavorable.

In the corresponding state of mental development we find the child in the lower grades acquiring the tools of learning. Just as the plant uses its temporary roots and green leaves to manufacture foods for further progress, so the child acquires control over the number combinations, recognition of words, language forms and health habits for further intellectual growth. How easily the tender rootlets of the plant might be killed by drought, unfriendly soil or sunless days were it not for the stored-up food of the parent seed; and how easily the child's intellectual career may be forever dwarfed and handicapped by the novice teacher who fails to guard the habits being formed, overlooks the evidences of potential talent or fails to recognize the ever-present need of sympathetic care of the little "rootlets" of habits, attitudes, tastes, skills, and appreciations and the "green leaves" of judgment, initiative, experimentation and project realization of which the child is capable.

Soon our corn plant begins to show individuality. It looks like other corn plants—and yet it is different. It may have an unusual number of green leaves, it may be a fast grower or it may be weak and backward. Examining the rootlets, we find the mother seed is only a shell now and the temporary rootlets have dried up. In their place have developed strong, permanent roots with rootlets permeating the soil, often extending far outward in search of moisture if conditions near at hand are not favorable. It is now a young corn plant and, as such, must tend largely to its own needs. All it asks now is a chance; given that, it continues to grow to maturity and brings forth fruit.

Likewise our little learner shows individuality. It is about the same weight and height as other children of its age and yet it is different from all others. It may show unusual initiative, its judgment may be of high order. It may show a special aptitude for music or drawing or number work; or it may be backward in reading, weak in observational power, or lack in power of attention. Whatever its status, the wise teacher will recognize that its learning is progressive, and not, forever, "spoon feed" the child, intellectually. The permanent roots of word consciousness, number combination control, correct language forms and health habits must function; the "green leaves" of initiative, experimentation, self-reliance, judgment, independent thinking and acting must materialize. Here, supplementary readers, longer study periods, real problems and worthwhile individual and class projects characterize, or should characterize, the work.

As the child finds himself in progressive thinking, the teacher, like the parent corn seed, recedes into obscurity and becomes only a wise counselor, a guide, an inspiration and a judge of accomplishments. Finally, independent habits of study and of thinking are established; the "parent-teacher stored-up seed energy" is no longer needed. The child is no longer a child but a matured individuality that takes its place in the field of modern society. It bears fruit per diemally in terms of good citizenship, right living, co-operation with others, service—until the Harvester comes and our learner participates in the great commencement, freed, at last, from the laws of nature which all things living on earth must comply with.

"Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea.

Growth has certain characteristics. It is an attribute of living things. It is inherent in the thing itself—the animal or plant does its own growing. Growth is a comparatively slow process, continuing without intermission under favorable circumstances. Any deviation from the requisite conditions, e.g., a drought in the case of plants, hinders growth.

Learning has certain characteristics. It is an attribute of animals and human beings. It is inherent in the thing itself—a person must do his own learning, no one can do it for him. "There is no royal road to geometry." Learning is a slow process—perhaps slower than we often think. It is a continuous process, constantly developing under favorable conditions. Any deviation from those conditions, that is, from the laws of learning, hampers the process of learning.

Learning, like growth, is natural. The child starts to learn as an infant. It is stated authoritatively that the child learns more during the period from two to five years than he ever does in a three-year period in his school career. Little conscious, deliberate effort is made to "teach" him during this period; he simply "experiences" hundreds of contacts with people, things, actions, moods, colors, distances, phases of weather—after a while he knows them. Sometimes he seems to learn a tremendous amount in an incredibly short time as when he learns to talk. Laboriously, he learns a few words; but in a few months he has a vocabulary of hundreds of words. It is inconceivable that he learned all these words in such a short time; instead, he had been accumulating a stock of words long before he began to talk. That is, his vocabulary has been a growth, and his talking merely the "harvest" of his "crop" of words.

Theoretically, we usually concede that learning is a growth, but in actual practice we do not always bear this in mind. Teachers agree on the general principle that laws, principles and rules should be mastered inductively; but we often forget the time element. We develop a principle today and expect the child to have control over it tomorrow! We give a dozen "particular instances" and, immediately, ask for the principle! Dr. Charters says we cannot make "hypodermic injections" of subject matter; still we seem to think that subject matter assigned today should be known tomorrow—and forever after! Dr. Martin says: "A child is neither moral nor immoral but rather he is un-moral, he is a candidate for morality." In other words, character or morality is a growth. We accept the principle "All other things being equal, a (neuronic) bond is strengthened by use and weakened by dis-use"; but do we actually use it consistently?

"Education seems to be the power to use old material in new ways and to arrive at new conclusions thereby. Viewed in this way, learning can be considered in no other way than as a growth. The passive acceptance of facts without any attempt to use these facts in the solution of our own problems offers very little hope for the future enlightenment of the race."

"Mind develops in accordance with innate tendencies when the right stimulus is provided at the favorable time. Learning is a process of natural growth; it means change in behavior. Change in behavior or conduct means the formation of new bonds or connections among the neurones. Active mental effort of the learner results in the 'growth' of new ideas."

Learning results in new habits, skills, attitudes of mind, tastes, appreciations, factual knowledge, increased power in observing, imaging, comparing, judging, applying and constructing. All these are growths.

Taking mental habits as an illustration, we accept the law for automatisms, stated by Bagley, as applying to their development. "Focalization of consciousness upon the process to be automatized, plus attentive repetition of the process allowing no exceptions, results in automatism." Surely this law is a law of growth. "Focalization of consciousness" corresponds with sowing the seed; "attentive repetition," with the soil-moisture-sunlight-warmth reaction upon the plant; "until automatism results" with the matured plant.

In the case of the plant, we wait, patiently, for it to grow; only in the Land of Myths does a plant "grow blossoms and bear fruit before the eyes of the spectator." In South Dakota we do have "sixty-day oats" and "ninety-day corn"; but we have no "daily" oats nor "weekly" corn. Science has not yet shortened the growing season, by adaptation, below

"sixty-day oats" and "ninety-day corn."

If we accept the principle of growth anywhere, we surely should accept it in the matter of habit formation. The mastery of the number combinations means the formation of a number of specific mental habits; unquestionably, then, it means growth. Would it not be more in keeping with the principles of education to speak of forming the "3 and 4 are 7 habit" than to speak of "teaching 3 and 4 are 7"? If young teachers, especially, were to think of the "sixty-day habits" of "7 and 7 are 14," "8 times 8 are 64" and the "ninety-day habits" of "3 times 8 are 24," "4 and 7 are 11," brushing the teeth, clean finger nails, word recognition in reading, correct use of "is" and "are" in language, quiet, orderly group movements, specific acts of courtesy, etc., it seems to me more would be accomplished.

Take the little child entering school the first day. She encounters a new environment—groups of children, desks, blackboard, school routine, books, pencils, paper, crayon, etc. When the first grade reading class recites, the teacher makes tiny white marks on the blackboard and tells her these marks are "cat." The little white marks do not appear to her as they do to us, she sees them hazily as if through a mist. This is a new kind of "cat" which lacks the pulling appeal of the kitty at home. Awed by the impressiveness of her new surroundings, full of the seemingly-inherent homage which a child manifests towards "the teacher" and imitating the other children, our little pupil will say anything she is expected to say. If the teacher writes "white" on the board and tells her to say "black" she will say "black." She soon learns that it tends toward popularity, especially with the teacher, to say whatever she is expected to say and to refrain from saying what she is not expected to say. Our little friend makes an inauspicious entry into a new world, the world of symbols. The "original investigations" and "research work" which she has been carrying on for several years, work that has resulted in more "learning" than will ever take place in the same length of time in her school career, are in danger.

Soon this new kind of "cat" becomes somewhat familiar—and then a tragic thing happens. An ogre, called "Phonics," appears and dissects her new acquaintance, or rather bi-sects it, into "ca t" or "c at." Then follows a long cortege of puzzling little imps called "ca, ba, ma, pa, na, ta" or "at, et, it, ot, ut," meaningless to one who has become expert in discovering things for herself and drawing her own conclusions. Gradually, she recognizes "a" as "ah," "e" as "eh," etc., when—kerplunk! she is told that "a" isn't "ah" but "aa," and "e" isn't "eh" but ee. She is then given the rule, reduced to child language but, nevertheless, the rule, "When mono-syllabic words end in a single consonant, preceded by a single vowel, the vowel usually has its regular short sound; but when a mono-syllabic word ends in the final vowel 'e,' preceded by a single consonant which consonant is preceded by a single vowel, the vowel preceding said consonant has its regular long sound." Today, the rule is developed—tomorrow she is expected to apply the rule!

One curious inconsistency in our work is, that while we want to have the child become accustomed to this new world of symbols, we deny her the privilege of moving about in it—except when guided by our all-wise professionalism. "The child should not use a book the first six weeks of school" is quite a generally accepted "direction" to teachers. We are so conceitedly confident of our professional skill in making hypodermic injections of nicely-cut slices of reading, that we forbid the child to learn anything herself! Our little friend is perplexed as she thinks: "Truly this is a strange world of symbols. I must not go into it unless teacher leads the way. I must not even touch it unless told what to do and how to do it. Why can't I wander about in this land of symbols, finding things out for myself, just as I have always done, doing things, sometimes right, sometimes wrong, but, at least, doing something myself just as I have always done?"

Why should not the child be permitted to wander about in this land of symbols? Since she has, unquestionably, learned more the three preceding years than she will ever learn in the same period in school, why not let her "experiment" a little in the world of symbols? Why not think of word consciousness as a growth, a "sixty-day" or a "ninety-day" crop rather than a kind of surgical operation? I can take a piece of wood and fashion it as I will in a day; I may mould metal to suit my fancy; but life has its own way, will have its own way whether I like it or not, and that way is growth.

Why not think of the spelling of difficult words as "growths"? Why not think of the number combination habits, computation forms, correct language habits, hygienic habits and social habits as "growths" rather than "injections"? Over the portals of a great medical college is the maxim, "We bind the wound; God heals it." May we teachers profit from such an example.

Even in the case of factual subject matter, this idea of growth may apply. A child may, in "learning her history lesson," form a tiny little neuronic bond, holding "Saratoga, Burgoyne, 1777" together—at least until recitation

period. If this little bond is not effaced with the surging tide of changes going on in the child brain, it may, later, add to itself, "Influenced France in making an alliance with the United States"; still later it may take on "One of the decisive battles in the world's history" and later still its tentacles may include incidents of the late war. We may assign "Saratoga" for a lesson today and children may "recite" on it tomorrow; but the neuronic bonds involved in a knowledge of "Saratoga" are not grown in a day. We think of what a class "has had" in geography, history or civics—as if a single injection of subject matter should insure a bountiful harvest whenever it pleases our autocratic fancy to "reap" it! Even in the learning of facts we should bear in mind the child is a live entity that grows, rather than a piece of wood or metal to be fashioned as we will. Surely we should have this thought in mind in all efforts, the outcome of which are habits, attitudes of mind, behavioristic attitudes, tastes, skills, appreciations, conduct and character.

(The writer gratefully acknowledges the assistance of the following faculty members of the Northern State Teachers College, Aberdeen, South Dakota: E. L. Small, L. B. Sipple, I. D. Weeks, V. H. Culp, A. H. Seymour, B. M. Paulu, Mary Meek and Lida Williams.)

American Year Book

THE American Year Book for 1926 is a notable achievement rarely equaled as a contribution to school and private libraries, and the assurance that each year will bring to schools and libraries annually this wealth of information skilfully selected and wisely edited is most heartening to those who desire to keep reliably informed as to American progress along all lines of public interest.

Nowhere else is it possible or has it ever been possible to find so much of winnowed facts about academic education in fifty-three pages as in The American Year Book for 1926. The academic education features on thirty-six pages, aside from statistical tables, are written by twenty men in whom the school people have full confidence.

In a large sense the entire 1,188 pages are educational, but pages 875 to 1,066 are highly educational, magnifying chemistry and physics, zoology and botany, philosophy and sociology.

The number of contributors has been expanded from 256 in 1925 to about 275 in 1926, and some forty more subjects are treated. This expansion has been accomplished without essential loss by means of more effective compression and also by a desirable subdivision of certain major topics. The actual bulk of the volume, therefore, has not been increased to any appreciable extent.

The American Year Book is published annually as a record of the significant events, personalities, and tendencies of each successsive year in the United States. The publication is made possible by the encouragement and support of the New York Times Company, and is based on an organization of forty-five persons, each chosen for the purpose by a recognized society of national standing, and each person is especially interested in the authenticity of the material in his department.

The editors are Albert Bushnell Hart and William M. Schuyler, and it is published by the Macmillan Company, New York.

If

BY CHARLES H. CARPENTER

While walking down a certain street
In town the other day
I heard a little urchin
Turn to a friend and say:
"Say, Jimmy, lemme tell youse,
I'd be happy as a clam
If I only was the feller dat
Me mudder t'inks I am.

"She t'inks I am a wonder,
And she knows her little lad
Could never mix wit' nuttin'
Dat was ugly, mean or bad.
Oh, lots o 'times I sit and t'ink
How nice 'twould be, gee whiz!
If a feller was de feller
Dat his mudder t'inks he is."

The House that Jack Will Build

By W. D. COMMINS

School of Education, St. Louis, Missouri

JACK has not had much to do with the building of his own house heretofore. But he will from now on, I am sure. I make the first assertion in spite of the direct asseveration to the contrary made by such a supreme authority as Mother Goose. I believe you will agree with me when I tell you what I mean.

The house that I am referring to, as belonging to Jack, or as one that should be his, is the educational superstructure. It seems to me that this house should be of very direct and immediate concern to Jack, because it is the only storm-shelter and comfort-dispenser that he has for his children. If it should blow down on him the prospects would not be very bright.

It seems that Jack has been fairly content to live on, within the structure, in a state of unsuspecting bliss, without paying much attention or giving much thought to the character of the house he is living in. His children can occupy only one room at a time, and accordingly he is not much concerned at the moment with the nature of the rest of the building or with the plan of the structure as a whole. He brings his children to a side door or a back entrance, and in his great hurry to be off to work never has time to take a walk around the building to see if the thing has other doors and other chambers.

At the best of times he is only slightly acquainted with the ell part of the house and the function it is supposed to perform, but he is completely overwhelmed and mystified when he steps out through the gaudy front door upon a veranda that is architecturally complicated and confusing. The grimacing gargoyles of higher learning seem to be leering at poor Jack in contempt, and the whole setting is so oppressive in its pretensions that Jack cannot help but take off his hat and his shoes, as if treading upon holy ground. The result has been that he has continued to think that his "place is in the kitchen" and that he has very seldom proffered an opinion concerning the front of the house. If he did venture an opinion at any time, it would simply be an echo of some one who he deemed "should know." It was all "beyond him" and more or less sacred.

If we should talk to Jack like this and attempt to show him the true condition of affairs, he would undoubtedly deny it, or at least deny its implications. There would be a suspicion lurking in the back of Jack's head that we were trying to show him that social and political conditions were not all they should be, and that those in authority were perhaps trying to put something over on him. This, of course, he would not admit. Unless he is rather anti-socially minded the average citizen will not do other than believe in his heart of hearts that, apart from a few election primaries to be cleaned up, and a few baseball scandals to be rooted out, these good old United States of America are just about the best thing that ever emerged from the glacial epoch, and that we should not touch them, because if we do we shall probably spoil them. In other words, let well enough alone. That's Jack's motto.

But a doctrine of "laissez faire" will not endow an educational institution or raise taxes for the support of the elementary and secondary schools. It may allow the institution to continue and the schools to function, after they have once been established, but such an attitude is not a positive, progressive force. Education, however, has been in a state of progress for the past fifty years that has demanded that there be a dynamic and regulating force behind the movement. Just how broad and all-inclusive has been this progress would be difficult at the present time to say, but there is one form of progress that has been brought home very strongly to Jack. This has taken place in the financial aspect of education. The cost of buildings has increased enormously, and as the children are remaining in school for a longer time, relatively many more are continually being required. Teachers' salaries have also been raised, and with the introduction of new subjects into the curriculum, new teachers have had to be employed. The tax rate for school purposes has increased very appreciably within the last few years and there is no indication at the present time that it has reached its limit.

Jack has not had much to do with this progress in education except pay the bills. He accepts his part of the bargain, however, rather good-naturally, and leaves the expenditure of the funds and the determination of the purposes of the expenditure to the professional educators. Only very seldom does he break in upon the even tenor of the schoolman's way to suggest, perhaps, that since a very large percentage of the pupils in the high school are not going to make any practical use of Latin, then they should at least have the opportunity of learning something, such as typing, that they would have the opportunity to use. Or under the form of a real estate agent, he may prevail

upon the school superintendent to place a school building in a certain locality or to build five small buildings instead of a large central one. But if we take it all in all, Jack is a rather easy-going chap, and pays the bills while the educators run them up.

The educators have not been blind to the fact that as each new demand for funds is made upon Jack, he is becoming more curious. At first he dug down into his pockets for the relatively little that was asked of him, and did not attempt to interfere with the disposition of the resources by those who, he supposed, knew their business. But now, if he does not demand it, he is at least willing "to be shown." The professional educators have not attempted to conceal anything from Jack, but have generously seized upon the opportunity of explaining the whole process of education to his open mind. They believed they had a good case, and as Jack had good commonsense, they hoped to be able not only to put him in a receptive mood, but actually to make him enthusiastic about the whole affair. If they could make Jack think their way, then support for their sincerely thought-out plans would be immediately forthcoming. The educators sold Jack compulsory education, they sold him the democratic high school. And, within the last ten or fifteen years, they thought they had sold him the college. They took great pains to explain the advantages and desirability of a liberal education, and Jack responded by sending so many of his boys that in the confusion the standards of the university have become so altered that the educators are beginning to wonder just what the thing that they first offered to sell to Jack originally looked like. The distortion in some cases has been ludicrous.

Of course, now that Jack has become interested in higher learning, the educators believe that it devolves upon them to explain to Jack just what they mean by excluding his sons from college. To make Jack get their point of view they must first explain their philosophy of education. The philosophy of education did not make much difference when it was simply a question of learning the three R's, but when we approach the level of education that carries with it high honor and social beneficence, then the fundamental principles upon which the superstructure is built become extremely important. Jack has been brought up on the principle of democracy, and the educators are going to have more than their hands full, when they attempt to explain that democracy in education means only equal opportunity to develop in proportion to a person's innate capacity, and not at all equal instruction for everybody.

Even if Jack's sons gain entrance through the portals of higher learning, he will be curious as to what it all means. He will ask himself: Just what is the purpose, or end, for which this higher learning exists? Jack has always been an eminently practical chap, and he has accepted as one of the most important of democratic principles that the only patent of nobility is achievement. He will accordingly demand that anyone who receives honor from the nation must have produced something which will be of benefit to the people as a whole. His thorough-going pragmatism will never allow him to subscribe very heartily to the doctrine of learning for learning's sake. The learning must be for use.

Such an attitude toward education will apparently do away with much of that amorphous product known as liberal education. Its lack of utility, in the narrow sense, is notorious. Jack could never understand such an Oxonian toast as "Here's to the higher mathematics, and may they never be of use to anyone." He has been content, as long as too great financial demand was not made upon him, to accept such mystifying conditions without comment, while giving credit to those who had been initiated into the esoteric mysteries for knowing what they were doing. But when the educators began tugging at his purse strings, and bringing their educational doctrines down from their empyrean heights to his level, Jack awoke to the fact that there was a very wide difference between his thinking and that of the professionals on educational matters. He was pragmatic and utilitarian, they were non-utilitarian and idealistic.

Jack might be cowed by tradition and the united front of educators and philosophers, as he has been very often in the past, were it not for the fact that the present day and age do not seem to hold such a strong brief for tradition, and that there is far from unanimity concerning social institutions among the world's deep thinkers. This is the day of rendering a rational account of our social heritage, and there is nothing so sacred as to be beyond the sphere of inquiry. The industrial revolution of the modern age has even carried with it a change in life's ideals. At least purposes and aims are now freely admitted which before had something of the character of a "nec nominetur."

In looking about for rational explanations of social conditions Jack will probably hit upon Veblen's "Theory of the Leisure Class" or some similar work. He will read it avidly, and I am not sure that he will not also agree heartily. This thing known as "culture," of which liberal education is a part, has always mystified him, and here is some kind of an explanation. In

the early stage of social evolution there were the conquerors and the conquered. Now the conquerors naturally did not perform any of the servile work, for they had their slaves for that. And so they developed into a leisure class, which was the beginning of the aristocracy. Of course, they could not exist in a condition of absolute idleness, and as fighting, which they reserved for themselves, did not occupy nearly so much time as social conditions improved, they undertook to provide a genteel occupation for themselves. It became immediately apparent that what they would do should not have any utilitarian value, because they did not want to appear to be forced to do anything, which was the prerogative of the slaves. The leisure class accordingly developed a body of useless "tricks of the trade" that would serve to mark them off still further from the servile class. Out of this non-utilitarian collection of social amenities has arisen our "culture."

According to this theory culture is but an epiphenomenon, a mere scintillant froth on the hardy liquor of life. Culture has never been a causal factor in the civilizing process, but has merely been an expression of an advanced stage. As conditions improved, and as less time was devoted to fighting for bread and life, leisure naturally became more abundant, with the result that the wealthy members of the community had time to dawdle away upon "refinement." Education seems to fit in very well with this scheme of affairs, especially when we consider the non-utilitarian character of higher learning, as so often stressed by its devotees. If Jack accepts this theory of culture he will come to look upon much that we know as liberal education as a social superfluity. He will tend to believe that it is an institution which, by its empty insignia, gives caste to people who otherwise might have been little noted in the field of achievement. Even now much of the unfriendly attitude on the part of business men toward college graduates arises from this source. A like origin must be assigned to the difficulty of raising the salaries of college teachers. They are told very politely by innuendo that they are getting more as it is than they would be able to earn in any other endeavor, and that, as saprophytic growths, they should not expect too much of the tree's sap.

But turning to educational theory, Jack finds here also that all educators are not wholly pleased with the traditional stand taken by our institutions of learning. One of our best thinkers says that education is life. Jack can draw many practical conclusions from such a broad, vague statement. If education is life, he will argue to himself, then it should fit in with the general scheme of national existence. He has learned to distinguish the personal and social aspects of the educational process, and has been taught by professional educators to believe that education has a very important social duty to perform. Now this social duty is to contribute to the life of the group, whether it be the community or the nation. Accordingly the schools will get their cue from the character of the social organization, and will be agrarian if it is agrarian, industrial if it is industrial, and artistic if it is artistic.

If institutions of learning are to express the character of national life, then Jack will not be at a loss to pick out the typical American universities, although relatively there are not so many of them. His choice will undoubtedly fall upon institutes of technology, engineering schools, and even such important training headquarters as the General Electric laboratories. These give expression to the industrial life of the nation, and, what is even more appealing to Jack's pragmatic sense, they contribute something very tangible to the nation's progress. I wonder if Jack would even consider our liberal arts college as worthy of "honorable mention."

I believe we are beginning to see just what kind of a house Jack is going to build, if he has the building of it. The endowed institutions of higher learning will not be under his direct control in the same fashion as will probably be true of the state universities, to which he contributes directly in the form of taxes. But if he works a transformation in the one, the other will probably follow suit as the result of indirect pressure and the desire for students.

The house that Jack will build is going to be substantial, primarily utilitarian, and expressive of his own ideas. The front portico will neither be the severe Doric nor the ornate Corinthian, but will partake rather of the nature of the graceful Ionic. His world of learning will no longer be an artistic world but it will be a graceful one. As for learning for learning's sake, he will probably suggest that the student will be able to get as much mental discipline in wrestling with radio static and the electron as he would in struggling with the Greek article, and he will probably do much more good.

The twisted columns and the mystifying gargoyles that used to leer at poor Jack whenever he stepped through the front door, will, I fear, be replaced by more substantial and less ornate features that will be more in keeping with the plan of the structure as a whole. The whole building will be a house that he can walk through from back door to front without getting lost in any dark hall-ways, or without feeling at any time that his "place is in the kitchen." In other words, the house that Jack is going to build will be his home.

The "General Language" Course

By HENRY GRATTAN DOYLE

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THE "General Language" course, which has been slowly developing during the last ten years or so, is likely to take on a much greater importance in the near future. Not only will the marked growth of the Junior High School movement serve as an immediate stimulus to the correct working out of such a course; it will find fresh inspiration and support also in the new spirit that we hope is going to prevail among adherents of the various foreign languages as one of the results of the national self-survey now almost completed (The Modern Foreign Language Study). Co-operation in the work of the study has undoubtedly caused many foreign language teachers to realize that their respective fields are simply different aspects of a single subject. At the same time there has been evidence of a closer *rapprochement* between the ancient and modern foreign languages. If now we could go one step further and obtain a general adoption of the theory—which the writer, among others, has repeatedly urged—that both Latin and the modern foreign languages ought to find their place in the curriculum primarily as an outgrowth of the study of the mother-tongue itself, all would be rosy. Most of the unworthy dissensions and jealousies between Latin and French, between German and Spanish, etc., would disappear under such a dispensation, and would be attributed to over-specialization, or to sincere, if mistaken, over-emphasis on one or the other branch of the field of language.

In any event, the "General Language" course is coming, and probably coming soon in some parts of the country. When it comes, is it to be (1) a general introduction to language, based primarily on English, and emphasizing the relationships of English to other languages, ancient and modern, with a foundation for later work both in English and in foreign languages; i.e., the "informative course"; or is it to be (2) a brief introduction to general linguistic ideas, followed by a "taste" of a number of foreign languages; i.e., the "exploratory course"? My guess is that under ideal circumstances it is to be a combination of the two; but undoubtedly the "General Language" course will show all the variations of the "General Science" course in junior high schools and all the vagaries of the "Freshman Orientation" course in colleges before a definite solution is achieved—if, indeed, such a solution is either possible or desirable.

Two recent textbooks for general language courses will serve to illustrate the two methods.

"General Language," by Leonard and Cox,* belongs to the first type. According to the subtitle it is "A Series of Lessons in Grammar, Word-Study, and History of the English Language, for Junior High Schools." The first chapter is devoted to the source of language, the alphabet, etc., a discussion of language as a "growing and living thing," and is followed by a helpful chapter on "Getting Acquainted with Your Dictionary." The next four chapters deal respectively with the Romans in Britain, the earliest ancestors of English, the Anglo-Saxons and Danes in England, and the Normans and their French speech. These chapters lay the immediate historical background for the study of the chief components of English—Anglo-Saxon, Latin and French. Later they make up an extremely well-planned and interesting treatment of word formation and derivation on the basis of stems and cognates. Delightfully humorous illustrations help to drive home the points, for instance, "ad" as a prefix is represented by a dog chasing a cat, while "ab" shows the dog in flight before pussy. In these lessons the student also gets instruction in the essential grammatical concepts, and is introduced to the always fascinating field of mythology. After a final review of word-building there follows additional material on grammar and syntax and a complete series of tests on grammar.

The volume has so many praiseworthy features that it would be difficult to describe each in detail. Let it suffice to say that its use should help to meet the frequent criticism of foreign language teachers that students know no English grammar, and that at the same time it provides information of great value and usefulness in all of the pupil's later work in language or literature, combined with practical drill and composition of the modern sort intended to give practice in connected speech and writing. With so much to praise, we may seem over-meticulous in pointing out that there is no such thing as a "Mexican" or "Brazilian" language, as implied on p. 49, unless those terms are intended to refer to Indian dialects.

*General Language: A Series of Lessons in Grammar, Word Study, and History of the English Language for Junior High Schools. By Sterling A. Leonard and Riah Fagan Cox. Chicago and New York: Rand McNally and Company. Cloth. Illustrated. xvi+266 pp.

An excellent and pioneer example of the "exploratory course" in general language is provided by another recent publication, the work of six teachers in the schools of West Hartford, Connecticut.* Described in the preface as "a try-out course in languages," its purposes are:—

1. To offer all pupils the story of the development of language in general, and in particular an understanding of the historical place of their own language—English;

2. To furnish all pupils some knowledge of the history and etymology of our English words and the relation between them and the words of other languages;

3. To present a foretaste of the study of foreign language, and by so doing to give the pupils what has been termed a language sense;

4. To give the individual pupil, his teachers and his parents some basis for judging whether he should continue the study of a specific language further;

5. To reduce through educational guidance the mortality which usually accompanies the first year's study of any foreign language;

6. To give the pupils who later elect a foreign language a background for the study of that subject. This includes a knowledge of the home life and national customs, as well as the geographical background.

One would have liked to have had songs utilized in all the subjects as they are in the German lessons and to a lesser extent in the French lessons. Nor do I believe it would have extended the book unduly if a "try-out" had also been provided for Italian. The Modern Foreign Language Study recognizes Italian as on a par with French, Spanish, and German, and although Italian courses are not available in many places, there is no reason either of a practical or cultural nature why Italian should not be considered as of equal importance with the other three modern languages. Possibly the inclusion of Italian in an exploratory course would help to bring to that important subject the attention it deserves.

According to the preface the pupil should study the introduction to language and the Latin section first; for a half-year course the introduction might occupy not less than two weeks, the Latin part six to eight weeks, and one of the three modern languages the remaining time, say five weeks. For a full-year course any of the modern languages may be studied for a longer time, and two or more of them may follow Latin.

It will be observed that the prognosis, or "try-out," idea plays a large part in this book, and that correspondingly less attention is paid to English. The aim is obviously to correlate English and foreign language work rather than to give specific instruction in English itself, as in the other book here considered. Certainly both teacher and pupil should be able to determine after such a course—especially if it is to be a joint undertaking of teachers in the various fields—whether or not the student has a definite "flair" for one of the languages, or whether he lacks the language-learning capacity altogether. Personally, I am not yet convinced that incapacity for learning a foreign language exists except in combination with low general intelligence. Experimentation may ultimately determine this point.

*An Exploratory Course in General Language. Developed by Lucy Mallary Bugbee and Elma M. Clark, Paul S. Parsons, Ruth S. Green, Donald B. Swett and Clarice E. Williams. Chicago, New York, Boston: Benjamin H. Sanborn and Company. Cloth. Illustrated. xii+258 pp.

The Schoolmaster's Prayer

BY WILL CHAMBERLAIN
Yankton, South Dakota

[With due remembrance and admiration for Frank Crane's prose gem under this title.]

Lord, this is hazardous that I
Should choose the rabbi's trying role—
This calling, searching, reaching, high,
This dealing with the human soul.
Here, error careless may decide
Which path, or good or ill, the child
May take to goals apart as wide
As Paradise and darkness wild.

So, fit my spirit, Lord, to play
Right nobly with these jewels you
Have placed with me—hope's brightest ray,
That I, in dealing, may deal true.
For what is teaching but to lead
The youthful mind to feel and know
Love's precepts, conduct's holy creed,
And not that dullness—just to show?

Therefore, Lord, chasten me and try
My every impulse to this end,
That the dear learners' lips may cry
With joy at sight of me—their friend,
And may your tender, living words—
Forbid them not, they are of heaven—
Be as the music of glad birds
To me and to my calling given.

EDUCATION IN ACTION

Brothers Work Way Through University on Stamp Hobby

That the boyhood hobby that usually is so annoying to grownups may actually amount to something is seen in a story of two Mid-Western twins who are putting themselves through college on the $200 to $400 they earn a month as stamp dealers. These twins, Roy and Ray Lawrence, of Anamosa, Iowa, started collecting stamps at the age of seven. While in high school they started a monthly magazine, "the Filatelik Friend," devoted to news of foreign stamps. The sale of the magazine soon showed a profit and they then turned to dealing in precanceled stamps. They are now one of the largest dealers in precancels in the United States. By writing an average of twenty letters a day they have built up a list of 900 clients. And still they find time to keep up with their studies and do their share in campus activities.

Successful Teachers Need Seven Senses

Every normal person is gifted with five senses, but a successful teacher needs two more, a sense of humor and common sense, believes Mrs. Katherine A. Morton, state superintendent of Public Instruction of Wyoming. Mrs. Morton divides humor into three classes—the elemental includes red noses, odoriferous cheeses, mothers-in-law, sausages, fat persons and drunken men. The next higher is illustrated by Charlie Chaplin's walk and baggy trousers. The most desired is that which enables one to see a joke on himself and the funny side of a serious situation. She commends the last to teachers annoyed by unruly children of doting parents.

Why "Cops" Don't Take Up Literature

Policemen in general are poor readers. It is common in cities to see young men and women, many of whom are factory workers, carrying books to and from their work. People in almost all walks of life have acquired the book habit. But one seldom sees a policeman with a book under his arm. If a policeman reported for duty with a best seller or a volume of any kind he would instantly be an object of attention among his companions, so rare is it to see a bookish policeman. One patrolman believes policemen are poor readers because they live perpetually in a world of realism. They see so much of the grim realities of life they become sick and depressed. There are tragedies of real life that seldom come to the surface that are too terrible to be told to the world, he said. "When I am through work and go home I want to forget these tragedies, so I turn on the radio or the Victrola and let it go at that," he declared.

Colleges Greater Than Skyscrapers

The Rev. Dr. Herbert Brook Workman, principal of the Westminster training college, London, at the commencement exercises of Drew Theological Seminary, New Jersey, declared he was impressed not with this country's skyscrapers, but with the vast sums raised for education and the colleges and universities being built. "I look upon this army of 600,000 youths and maidens that enjoy a university education as the greatest thing America has done," he said. "Its income, its turnover of hogs and wheat do not impress me. One could wish that in many colleges education had struck its roots deeper, but that will come in time. More important than the making of dollars is the formation of concepts of how to use the dollars."

Sophomores Must Work to Remain

A new system of instruction that promises to attract wide attention is to be put into use at Allegheny College at the opening of its 113th year next September. Under it the sophomores will be in competition for the right to be admitted to the junior class in the fall of 1928, new regulations restricting the number of juniors to a theoretical 75 per cent. of the sophomores. The choice will be made "primarily on the basis of scholarship during the freshman and sophomore years." By vote of the faculty there may be a variation of 5 per cent. either way in the number accepted as juniors.

Long Skirts Required In Italian Schools

Long skirts for little girls is the newest battle cry of Italy's 100 per cent. dress reformers who insist the innate innocence of childhood does not constitute an excuse for immodestly abbreviated dresses. The first success in the effort to force the skirts of all Italian girls below the shoetops has been registered at Bologna, where the Director General of Schools ordered school teachers to instruct children to this effect. Since the beginning of the spring season, the director declared, children in elementary secondary schools have been coming to classes with indecently short skirts, which "constitute a shameful spectacle, especially during gymnastic exercises." Teachers were instructed to bar children whose parents failed to heed the admonition.

Rewarded For Flea Study

As a reward for spending several years in studying the love affairs of lice and the philanderings of fleas Tooru Toda of the municipal health experiment station at Osaka, Japan, has been granted a doctor's degree by the Kyoto Imperial University. Toda's thesis, which won the degree, deals with the propagation of various forms of vermin, although his principal studies were concerned with lice and fleas, which are particularly vicious in Japan. He found that these pests are greatly on the increase and believes that the growth of modern cities has aided in their propagation.

150 Years' Teaching Is Aim for Family

Margaret A. Kehew of Salem, Mass., has been teaching school for eighteen years. She is planning to continue for at least nine more, and if she succeeds it will mean the attainment of the Kehew family objective of a century and a half of service in the public schools of Massachusetts. With a present total of 141 years, this unique family of teachers has already established what is probably a record for consistent public service in the interests of child education, and yet its living representatives are determined that the total shall reach the 150 mark. Georgiana R. Kehew served forty-eight years, the family record.

Schools' Black Walls Give Drab Mood to Classes

The sadness of French schools with their drab walls, poor light and desks and chairs often painted black, the most economical color, the same shade as the black sateen jumper worn by the average French boy and girl, also for economy—has amazed a solemn commission of Frenchmen that has just finished inspecting these schools. In a school where the schoolmistress took it upon herself to make the school look cheerful, by painting and decorating with the help of the children, there was such great improvement in marks that the commission believes paint helps to make brains.

Children Nervous But More Alert

The modern child is more nervous, more alert, and physically healthier than the child of forty years ago. This is the observation made by Miss Emma L. Merrill, second grade teacher of the Albert Palmer School, Boston, who is retiring after a teaching career of nearly a half century. "I shall take away with me memories of many happy years as a teacher when I walk out of this classroom for the last time. I have taught school in it for thirty-two years," she said. "Many times people ask me, if I had my life to live over again, would I choose to be a teacher, and, speaking from my own experience, I can only say 'yes.' I think it is an ideal profession in many ways for the girl who must work. I would, however, specialize. This is an age of specialization. I would like to have been a teacher of English in a high school."

Opens School For Working Girls

Twenty-five young women, most of whom were forced to leave school at the age of twelve or thirteen to go to work and have had no opportunity since for education, have received scholarships covering tuition and two meals a day for the self-governing summer session of Barnard College. This is the first year such a plan has been tried at Barnard. The school is patterned after that of Bryn Mawr, which has operated successfully for seven summers. Operators on women's garments, milliners, waitresses, embroiderers and upholsterers are registered at the school. The aim of the school is to offer opportunities to young women in industry in such subjects as will increase their understanding and enjoyment of life.

Russian Teachers Reveal Low State of Schools

With 82,000 teachers now out of work and with the monthly salaries of those employed averaging only $21 in elementary schools and $28 in the secondary schools the present hard lot of Russian teachers was abundantly aired at a congress of the Russian Union of Workers in the Public Educational Service, recently held in Moscow. Teachers' salaries are only fifty-four per cent. of what they were before the revolution, and much lower than are those of many other classes of manual and intellectual workers. Several delegates said that the distress of teachers was so great that many of them could not afford to give proper education to their own children. It was pointed out that the shortage of buildings made it necessary to house three or four schools in one place, all of them on short shifts and working in unclean, poorly ventilated quarters.

TREND OF THE TIMES

MILLION-DOLLAR incomes for the calendar year 1925 were reported to the government by 207 taxpayers, according to statistics made public by the internal revenue bureau. In 1924 there were only seventy-five in the entire country who reported in the million-dollar class. The large increase in the number of personal incomes of more than $1,000,000 and the fact that the gross income earned by corporations in 1925 reached the huge total of $113,692,083,216 were outstanding features of the statistics. Both figures are new records.

WORLD HEALTH promotion by the Rockefeller Foundation during 1926 cost $9,741,474. Fourteen medical schools in ten countries were aided. The Foundation maintained a modern teaching hospital in Peking, fought yellow fever and hookworm in Brazil, aided France in its anti-tuberculosis campaign and performed many other like services. It gave funds to organized rural health services in 244 counties in the United States and to thirty-four districts in twelve other countries.

WEATHER CHARTS and dependable forecasts every day for the benefit of aircraft navigators as well as masters of water craft on the North Atlantic, is a project which the United States Weather Bureau hopes to accomplish within the near future. The transatlantic airplane flights have stimulated the receiving of ocean weather reports enabling the bureau to keep the prospective flyers well advised as to the winds, storms and fogs which would be encountered in the crossing.

EIGHT YEARS after she was sunk by her German crew, the 23,000-ton battle cruiser Moltke has been raised from the floor of Scapa Flow, where she lay under seventy feet of water. This feat is considered one of the greatest in the annals of ship salvage, for the Moltke is the biggest ship ever raised in this fashion. A great deal of nickel in the aggregate may be recovered from the armor plate and, according to authorities, will undeniably be a factor in the nickel market as long as the supply lasts.

RECENT DISCOVERY by industry is that rubber is appearing more durable than iron and steel for certain uses. The explanation is that the rubber absorbs the impact instead of yielding to it. Rubber bearings, as used on a power tug, stand the hardest use much better than do bearings of metal. Sand or grit does not injure rubber bearings. Rubber linings have been known to increase the life of flues carrying gases with abrasive dust and also of sheet metal chutes.

CLINICAL TESTS show that on the average the time taken by the blood to circulate from one arm to the other is eighteen seconds. Thus it makes the round trip three and a third times a minute.

ANOTHER REVOLUTION has occurred in Spain, this time not political or military, but social or sartorial. With the active co-operative leadership of King Alfonso and the Prince of Wales the soft collar has been adopted instead of the hard, stiff bands that have hitherto been the fashion. This royal pair have set an example that is expected to result in soft collars being worn on athletic fields and in dancing salons—even, doubtless, by the most conservative Castilian grandees.

SMOKY CITIES are not necessary, declares Gordon D. Rowe, chief smoke commissioner of Cincinnati, O. A government survey has determined that the people of the United States were paying $17 annually for each man, woman and child, for the destruction wrought by smoke and its effects. "The way to prevent smoke is not to make it," he asserted. All of the large cities of our country are active, or becoming active, in smoke prevention, he said.

COLORED TILE manufactured from gray slate clay has been used recently for paving streets in Stockholm and several other Swedish cities. The paving has been given an attractive appearance by the different colors of tile used, among which are yellow, brown and blue. The wearing quality of the tile paving is reported as good as stone, and the cost of paving is lower.

CANADA'S BEST customer during the twelve months ended May 31 was the United States. Total exports to the United States reached $483,918,355, representing an increase of $2,007,827, as compared with the previous year ended May 31, 1926. Imports from the United States in the twelve months just ended totaled $698,686,409, an increase of $73,560,916, as compared with the preceding year.

The BOOK TABLE

EDUCATIONAL DIAGNOSIS AND THE MEASUREMENT OF SCHOOL ACHIEVEMENT. By M. J. Van Wagenen, University of Minnesota. Cloth. 276 pages. New York: The Macmillan Company.

We open a book on "Tests and Measurements" with some misgiving. We try various ways to "test and measure" the sanity and common sense of the author. There are reliable tests of the author's reliability in estimating the value of measurements. We have been amused many times to find a purely rural community school wrestling with distinction between the animal and the vegetable kingdom, magnifying the fact that there are creations that require high science to know whether something was really animal or vegetable, but when we measured the children's knowledge of the physical characteristics between Shorthorn and Herefords, Duroc Jerseys and Poland China they were morons. There are authors who are well supplied with charts for mental measurements who have no trace of common sense when it comes to estimating a pupil's personality.

Van Wagenen meets every test of sanity and safety in the use of Tests and Measurements. Here are a few suggestive warnings: "So completely have many educationists become engrossed in its applications that its functions are frequently in danger of becoming *confused and misinterpreted*. . . . It at once implied some amount of some quality, even though the specific quality may have been very indefinite and *the essential amount very vague and intangible*. . . In failing to distinguish between lack of capacity and lack of training the confusion of the selective and evaluative functions of educational measurements is at once apparent. . . . To the candidate they may be *merely hurdles to be cleared*. . . . They are likely to have a *formalizing* and deadening effect. . . . As in the older Chinese system of education so in our own schools, the passing of the examination is one of the conditions for attaining the next higher level in the school system. . . . The fundamental function in this respect *is a selective one rather than an educational one*."

It is of the utmost importance that Van Wagenen's "Educational Diagnosis" should be universally read by every one who is in danger of confusing the static and the dynamic in Tests and Measurements. The real danger is that those who need this book most will fail to see in the title, "Educational Diagnosis," the warning signal they need.

INDIVIDUAL PROGRESS READING. By Ambrose L. Suhrie and Myrtle Garrison Gee, both of New York University. First Book, Story-Folk, 112 pages. Second Book, Story-Fun, 175 pages. Third Book, Story-Friends, 256 pages. Fourth Book, Story-Adventure, 319 pages. Yonkers-on-Hudson, Chicago, Boston, Atlanta, San Francisco: World Book Company.

It is refreshing to see a series of school readers without "The Little Red Hen" and other selections that have been in many series for many years. The "psychologists" explain why it is necessary to have children see the same selections in every supplementary reader, but we know from experience that children themselves wonder why they have to have new books with things they have already had in several other readers. The Suhrie-Gee Readers with 862 pages have no selections that have been used in any other supplementary readers, and there is no sacrifice of literary standard and positive gain in adaptability to age and grade.

The title of each book tells its own story. "Story-Folk." If the little people have read every other supplementary reader they will need "Story-Folk" just as much as though they had never seen a First Reader.

"Story-Fun" is full of fun for every one. The teacher, the principal, the superintendent will find a lot of fun because it is all new fun, interesting fun in every lesson.

The "Friends" are the same "Friends" other supplementary readers have had, but they are entirely new "Friends," the lambs, pigs, crickets, chipmunks, bantamhens, crows, dogs, bears, cats, mice, tortoise, sparrows, and other animals, fruits, nuts and vegetables, but they are just as interesting as Cousin Ann is the first time you see her, though you have known Sarah's Cousin Ann for a long time. Every friend is an attractive new friend.

"Story-Adventure." The most fascinating of the four books is the book of "Story-Adventures" because the adventures are real adventures in the experience of the children, and an important feature of this series of school readers is the fact that the home folk are keenly interested in them because neither father nor mother has ever read or heard of any of these adventures.

ENGLISH LIFE IN THE MIDDLE AGES. By L. F. Salzman. 35 West 32nd street, New York City: Oxford University Press, American Branch.

The author speaks frankly of his purpose: "The objects of a textbook should be, first, to stimulate interest; secondly, to satisfy that interest up to a certain point, and thirdly, to indicate to those who wish to travel beyond that point by what paths they may attain to fuller knowledge. The two first of these objects I have endeavored to keep before me while writing this book.

"Bearing in mind the fact that the book is intended for schools and for students who are not already experts in the matters treated of, I have confined myself to the more important or characteristic features of each subject, and have striven to state them as simply and lucidly as possible. My quotations are important for their meaning, and it is more essential that the reader should grasp that meaning than that he should have the exact original before his eyes and be left to gape amazedly at unfamiliar combinations of vowels and consonants. But no one will be more pleased than myself if any readers are moved to turn to those originals and tackle them for themselves. The Social Life of the Middle Ages can only be properly understood by the intimate study of the vast mass of confused and fragmentary remains which that life has left behind, and it is from no foolish modesty that I would point to the illustrations, taken from medieval sources, as in some ways the most valuable part of the whole book."

RHYTHMS AND DANCES FOR ELEMENTARY SCHOOLS. Grades One to Eight. Compiled by Dorothy La Salle, Detroit Public Schools. Cloth, 9 by 11 inches. Illustrated. New York: A. S. Barnes and Company.

The Introduction by the author is the best approach to this remarkable book and admirably presents the spirit of this book. Dancing, as the oldest of the arts, should be cherished in our schools. It should be cherished because it is the most democratic of the arts since it is the only art easily accessible to everyone. It should be cherished because it is the only art in which special abilities are not essential. It should be cherished because it is a joyous, wholesome, natural means of expressing the rhythmic instinct. Herein lies one of its greatest values. It is this joyous expression of the rhythmic instinct that gives it its great recreative value. It is this that makes the child radiant when he skips. It is this that makes the older person buoyant at the end of a dance. It is this spirit that we would have in our schools.

That dancing has health values is an established fact. One need only take part in the skipping, running, galloping, and animal rhythms with the little children or go through the figures of an old-fashioned country dance with the eighth graders to be conscious of an increased heart-rate with its resultant stimulation of respiration and circulation. Dancing carries with it all of the beneficial physiological results of rational exercise. Probably the most important of these, coming through the happy recreative influence of the dance, is an increased nervous control and poise of rare value in the rush of present-day life.

ELEMENTS OF CHEMISTRY. By Harry N. Holmes, Oberlin College, and Lewis W. Mattern, Technical High School, Washington, D. C. New York: The Macmillan Company.

A text on Chemistry really ought not to be more than a year old, and here is a Chemistry text that has come from the press in 1927, and there is nothing in it that does not meet the test of less than a year old.

A teacher of chemistry who has the latest word on electrons when he enters the classroom cannot be sure it is the latest word when he leaves the classroom. He really needs to have a scientific broadcast in action every minute he is teaching a lesson. But there are great cycles of scientific revelations with which one must be in touch, and this "Elements of Chemistry" has all of these up to 1927 graphically portrayed illustratively and descriptively, which makes it as up-to-date as anything within covers can be in 1927. Fortunately the great daily papers now publish in their Sunday edition whatever discovery or revelation has become known ten days before. The textbook must have all of the great cycles of discovery, then if the teacher is a live-wire and follows the scientific broadcasting of a great Sunday paper he is not likely to be far behind the times chemically.

A textbook on chemistry must not try to be a popular treatise, for chemistry goes too fast for a popular conception of scientific speed. We find this "Elements of Chemistry" the most refreshing book that we have examined in years.

Just for the fun of it consider my interest in this book in view of the fact that I was teaching chemistry in the Bridgewater State Normal School sixty years ago. Fortunately I have read the latest text on chemistry and scientific revelations of some great Sunday daily paper constantly, and of late years it has meant a mental leap and bound continually, but it does keep one alive.

SOCIAL ARITHMETIC. Book Three. By Frank M. McMurry, Ph. D. and C. Beverley Benson. Cloth. 338 pages, 6 by 9 inches. New York: The Macmillan Company.

Here is arithmetic as practical as learning the way to do anything from the reading of weights and measures to a railway time table. We have seen no application of arithmetic that functions in every phase of life from borrowing money for an education to every kind of investment of one's earnings as boy or girl, man or woman, at home, at school, as a laborer, employer, in budget making, use of a bank, taking a fire insurance policy, or a life insurance risk of various kinds.

It deals with all kinds of business in field or forest, garden, orchard or vineyard, in mill or factory, in store or mercantile establishment. It covers the widest range of social, industrial, commercial and civic life. It exhausts the financing of the individual, township or city, county, state or nation. It is really a remarkable treatment of all activities that can use arithmetic.

RATIONAL BOOKKEEPING AND ACCOUNTING. By Albert G. Belding, supervisor of Commercial Subjects in High and Continuation Schools, New York City, and Russell T. Greene, High School of Commerce, New York City. New York, Chicago, San Francisco, Boston, London: The Gregg Publishing Company.

In recent years great progress has been made in so broadening the educational scope of bookkeeping as to give it a pre-eminent place in the field of secondary education. No longer can the finished product of bookkeeping courses be measured alone by ability to record business transactions and assemble statistical data in prescribed and scientifically correct form. The almost universal extent to which the subject is taught in commercial courses in all types of schools, and its popularity as an elective among students not regularly enrolled in business courses demand an educational content equivalent, if not actually superior, to that of many subjects ordinarily included in the so-called academic or cultural group.

From the start accounts are introduced and taught as systematic arrangements of the solutions for simple arithmetical problems in addition and subtraction. Concurrently the specific accounting function of the account under consideration is developed. This provides an opportunity for transaction analysis and is an effective, economical, and rational teaching procedure.

A great variety of problems and exercises, both oral and written, each dealing with but one phase of the subject and carefully arranged in logical sequence, provide ample drill in the application of instruction matter and lay secure foundations for later comprehensive exercises that include the entire bookkeeping cycle. While ample practice is provided in the exercises and problems, monotonous and useless repetition is avoided, and there is nothing in the practice material that does not materially contribute to the actual learning of bookkeeping. The plan is economical with respect to the time and effort of both teacher and student, necessary to accomplish the requisite degree of vocational efficiency and educational attainment. The illustrations are used as the basis of exercises to be worked and the student is required through practice and discussion to analyze and interpret their form and content.

CLASSICAL MYTHS THAT LIVE TODAY. By Frances E. Sabin. Cloth. 168 Illustrations of the Myths That Live Today. 400 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Fortunately there are famous leaders in the world today who have influenced human affairs for nearly two thousand seven hundred years without any fundamental or modernist disruption of religionists. More than one hundred Classical Myths are alive today. Mars is as warlike as he ever was. Hygiea is still the god of health—hygiene. Bacchus opposes the eighteenth amendment to the Constitution, and so all along the line of myths. We have known no book that makes the myths as much alive today as does the "Classical Myths of Today." It is a great contribution that it makes to school literature, and the youth need it more than is generally suspected. It clears the air wonderfully. Of the nearly two hundred illustrations many have never been in a school book before. Indeed, most material in "Classical Myths That Live Today" has never been available to students as clearly and forcefully as here.

In order to show how an understanding of these myths may prove a constant source of pleasure in daily living, the author has included numerous concrete illustrations of the ways in which the modern world perpetuates these famous stories in literary allusion, in common words and expressions, and in art and decorative design.

Books Received

"Directed History Study." Books II and III. By Charles C. Scheck and M. Althea Orton. Yonkers-on-Hudson, N. Y.: World Book Company.

"Annual Financial and Statistical Report of the Board of Education of New York City." 1926.

"Stone's Silent Reading," Book V. By Clarence R. Stone. Boston: Houghton Mifflin Company.

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GRINS BETWEEN GRINDS

A Habit of Speaking

The tired business man came home tired after a long day at the office. The family gathered for dinner. The tired business man bowed his head to ask the blessing and all was quiet.

"This is Mr. Jones speaking," he began.—New York Sun.

Busted, But Where?

Father—"You kept the car out rather late last night, son. What delayed you?"

Son—"Had a blow-out, Dad."

Father—"Huh! Tire or roadhouse?"

The Truth

"Strange," said Billie Ritchie, in a musing mood, "we very seldom realize our boyhood dreams."

"Oh, I don't know," replied Alex. Fairbairn, "When I was a kid I dreamed of the day I would wear long pants. And now I wear them longer than I ever dreamed of."

Can You Blame Him?

St. Peter—"Where's the fellow who arrived yesterday?"

Gabriel—"Oh, he checked out. Didn't like the place. He's from California."

Such Is Fame

Several years ago Firestone, Edison, Ford and Burroughs were touring through West Virginia. A light on their car went bad, and they stopped at a little cross-roads store in the Buckhannon section. Mr. Ford went into the store to make the purchase.

"What kind of automobile lights do you have?" said Ford.

"Edison," replied the merchant.

"I'll take one," said Ford. "And by the way, you may be interested to know that Mr. Edison is out in my car."

"So?" said the merchant.

When the light was put in it was found that a new tire was needed, so Ford went back into the store and asked what kind of tires the merchant had.

"Firestone," was the reply.

"By the way, you may be interested to know that Mr. Firestone is out there in my car and that I am Mr. Ford—Henry Ford."

"So?" said the merchant.

While the tire was being put on, Burroughs, with his white whiskers, leaned out of the car and said to the merchant: "Good morning, sir."

The merchant looked at him with a sarcastic grin and said: "If you try to tell me you're Santa Claus I'll crown you with this wrench."

Efficiency

"Hi!" shouted Kelley to a brick layer on the scaffold above him, "throw me a brick down!"

"Phwat for?" demanded the bricklayer.

"Well," exclaimed Kelley, "don't I need one more to fill this hod I'm bringing up?"—Tit-Bits, London.

No Doubt About It

Anxious Mother—"But, sir, do you think my boy is really trying?"

Master—"Yes, madam, your son is the most trying boy in school."—Yale Record.

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JOURNAL MAIL BAG

Smokers, Parents, Donors

Editor, Journal of Education:—

The following is an abstract of an article in the Vassar Miscellany News:

"Bryn Mawr: Smoking is permitted in one room, reserved for that purpose, in each of the halls of residence, also on the lower (less formal) part of the campus, at private houses anywhere, and in the surrounding countryside except on the main thoroughfares. Beyond twenty-five miles of the college there are no restrictions. Smoking is not permitted in Philadelphia, in the village of Bryn Mawr, nor in neighboring towns. The chairman of the Bryn Mawr Students' Association states that the rule is very satisfactory and the restrictions are, in general, carefully observed.

"Wellesley: No smoking is permitted at the college nor in the townships of Wellesley and Natick, in which are included five villages. At the furthest smoking is prohibited four miles, at the nearest a mile and a half or two miles from the college.

"Smith: No smoking is allowed in any college building except in a Club House connected with the Athletic Association and the second floor of the Crew House. There is no smoking on the streets of Northampton or neighboring towns. No smoking is allowed on the campus except on the paths around Paradise Pond. Smoking is allowed in Tea Rooms which permit it.

"Stanford: Girls may smoke in the dormitories but not in the eyes of the public."

It would be interesting to learn the reaction of parents, donors, and genuine friends of the young smokers to such rules as these. Is there any evidence on file to the effect that the highest class physicians approve of smoking for young women? Would a person inclined to be a benefactor of a college be influenced to benefactions by the sight of young women puffing cigarettes? Does the habit of smoking, especially to excess, have objectionable results both direct and indirect? Would any college authority worthy of his position advocate the authorized drinking of alcohol in certain carefully specified rooms. If not, why not? Why would it not be a quick way of abolishing our three-billion-dollar annual crime bill, by permitting a variety of crimes in specified college rooms? If the crimes were legalized they would cease to be crimes, would they not? What about the Stanford regulations? "Girls may smoke in the dormitories, but not in the eyes of the public." Why not "blame the eyes of the public," when so important a privilege as girls' smoking is concerned? Why not smoke before the public, if the habit is so desirable and permissible? Why be hypocritical?

To speak more seriously, however, can a college or a university divest itself of its responsibilities of maintaining the purposes of the founders and benefactors of the institution? Is any standard of conduct too high for students who are still beneficiaries no matter how much tuition they pay? Imagine Mary Lyon devising soft-boiled smoking regulations for young women or conniving at public or private conduct of collegians, male or female, that sinks to the level of the lowest stratum of society. Haven't enough lives been sacrificed to the Moloch of dissipation? If our colleges cannot set and maintain the highest standards of conduct, how long can our civilization be maintained?

Frederic Allison Tupper.

Boston.

Meetings To Be Held

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

5: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-12: Minnesota Education Association: C. G. Schulz, 919 Pioneer Building, St. Paul, Minn.; Minneapolis, Minn.

Answers to "What Is Your Professional I. Q.?"

[Questions are on page 52.]

131. Governor Huntley N. Spaulding of New Hampshire. He contributed $100,000 for a gymnasium for the Keene State Teachers College in 1927.
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